

Minister Destiny Testimony Schools

Law Enforcement: Working With Immigrants, Interpreters and Disability: In the Home and on Stops

Law Enforcement — Class Book · Section 11

Minister Destiny Marie Morgan
Minister & Founder

A Prayer Before You Begin

In the name of God, the Most Gracious, the Most Merciful.

Lord, bless this reader on their journey. Guard their health in body, mind, and spirit as they study. Open their heart to knowledge and their mind to understanding, and let what they learn here become light in their hands. Guide them to the places where they are needed — to help others, and to save lives, safely. Bless their steps, their work, and every life their learning will one day protect.

Amen.

— Minister Destiny Marie Morgan

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Minister Destiny Testimony Schools — Law Enforcement: Working With Immigrants, Interpreters and Disability: In the Home and on Stops.

Published by Minister Destiny Marie Morgan, Minister & Founder.

Educational completion certificate only — not a state license, POST certification, or government credential.

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This book is not an emergency service and does not replace 911. In an emergency, call 911 (or your local emergency number) if you can do so safely. In a mental-health crisis, call or text 988 (U.S.).

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This is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals.

How This Book Works

This book is one class of Minister Destiny Testimony Schools — Law Enforcement: Section 11 — Working With Immigrants, Interpreters and Disability: In the Home and on Stops. It is the study book for this class's test. Everything the test asks is taught in this book, in plain language: the full lesson, Words to know, the stories to think through, the Try-this activity, and Resources to keep.

Minister Destiny Testimony Schools is a free school. The classes, the tests, and the certificates are free online at destinymorganbooks.com — nothing about this class costs money. This book is the print edition, for people who want the class in their hands. You never need to buy a book to take a class or a test.

How to use this book: read the lesson, learn the Words to know, think through the stories, and do the activity. Try the word search for fun. Then take the Chapter Test at the back of the lesson — printed without answers marked. Score 80% or higher to complete the class and earn its certificate (the certificate page is in this book; write your name on it after you pass). The Answer Key is at the back of the book, for parents, teachers, and self-checking after you finish. Go at your own pace.

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Before You Start

A note on what this school is: this is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals. Nothing here is legal advice.

Before you start

- This school never collects your name. Progress and quiz answers stay on your device; pass the section quiz (80% or higher, retakes allowed) and your certificate downloads with a blank name line to fill in after saving. Answers are not shown.
- In Massachusetts neighborhoods, a single shift can take you into homes where five languages are spoken, where a grandmother communicates in sign, where a driver uses a wheelchair and needs time you did not budget, and where a father will not open the door fully because someone he loves fears that any uniform means removal from the country. None of that is defiance by itself. This section teaches you to work accurately and respectfully across language, immigration fear, and disability — in the home and on stops — so that communication problems are never mistaken for guilt, and people who need help most are not the people least able to ask you for it.

Section 11 — Working With Immigrants, Interpreters and Disability: In the Home and on Stops

Minister Destiny Testimony Schools — Law Enforcement

The lesson

1. Language is not attitude — slowing down for accuracy

Section 1 introduced the habit; Section 11 makes it a skill. A person with limited English may answer “yes” to end a frightening exchange, nod while understanding nothing, sound blunt because they know only short phrases, or fall silent because one wrong word feels dangerous. A person who is Deaf or hard of hearing may not respond to shouted commands they never received. A person with a speech disability may need a full minute to produce a sentence you could say in five seconds. In every case, **the failure is in the channel, not the character.**

Build accuracy into the encounter:

- **Identify the language or communication need early.** Ask, calmly: “What language is best for you?” Point to language-identification resources where your department provides them. Do not guess from appearance, surname, or accent.
- **Use qualified interpreters through your department's established channels** — in-person, phone, or video services your department authorizes — for substantive conversations: victim and witness accounts (Section 8), crisis assessment (Section 9), rights-related explanations, medical concerns, and any interview where exact words matter. Interpretation through proper channels protects the person, the case, and you.
- **Never use children to interpret** except in a true emergency moment to establish immediate safety — and replace them with a qualified interpreter as soon as possible. A child should never carry a parent's account of violence, a medical history, or legal information. The power reversal harms the child and corrupts the account.
- **Do not use the other party to interpret.** In a domestic call, the person who may have caused harm must never be the voice through which a victim speaks. In any conflict, each side deserves a neutral channel.
- **Speak to the person, not the interpreter.** Short sentences, one idea at a time, pauses for interpretation, eye contact with the resident where culturally comfortable. After interpretation, confirm understanding by asking the person to explain back what will happen next, framed kindly: “I want to be sure I explained well — can you tell me what you understood?”
- **Write down the channel used** — interpreter service and identification details as your report system provides, or the communication method for disability — so the

next professional does not start from zero.

On a stop, the same principles compress: state the reason for the stop in simple language, show patience while documents are found with shaking hands, use written or translated department materials where provided, and never treat slow comprehension as consent, evasion, or grounds for suspicion by itself.

2. Working with immigrants — fear you did not create and must not use carelessly

An immigrant resident's fear during your visit may have little to do with tonight's call. It may come from experiences in another country where police were a danger, from community stories, from a household of mixed status where one member's exposure feels like everyone's, or from an abuser who has weaponized status — “call police and you will be taken from your children” is a known control threat (Section 8). Your conduct cannot rewrite immigration law, and this lesson does not teach it. What your conduct decides is narrower and real: whether a victim, witness, or parent in your jurisdiction can reach emergency help.

This school teaches the following posture, inside your department's policy and the law:

1. Lead with the purpose of this contact. “We are here because a neighbor reported screaming. Our job tonight is everyone's safety in this home.” A clear, limited purpose lowers the temperature more than any reassurance about matters outside your role.

2. Do not make immigration status the subject of a call it is not the subject of.

Where status is not relevant to the emergency, the victim's account, or a legal duty you actually have, volunteering questions about it chills reporting, endangers victims whose abuser is listening, and teaches a whole building not to call. Follow your department's policy exactly on any status-related duties that do apply; never improvise either direction.

3. Never promise outcomes outside your authority. Do not promise that cooperation will protect status, that a report will never be shared anywhere, or that anyone is “safe from immigration” because you said so. False comfort is a betrayal when events disprove it. Honest limits, kindly stated — “I can tell you what my department does with this report; an immigration lawyer or advocate can advise you about status questions” — preserve the trust that actually exists.

4. Protect victim access fiercely. A person reporting violence, seeking medical help, or protecting a child should leave your encounter knowing how to reach 911, the Domestic Violence Hotline, 1-800-799-7233 or text START to 88788, and RAINN, 1-800-656-4673, where relevant — offered privately and with the safety check of Section 8, because the person who threatened them with status may also monitor their phone.

5. Use interpreters, not immigration assumptions, to solve communication. Accent is not evidence. Foreign documents, remittances, many people in a home, or

reluctance to open a door are housing, family, and fear facts first (Sections 1 and 6), to be read with the five-question discipline, not converted into status conclusions.

6. Document the service facts. Language used, interpreter channel, resources offered, medical help provided, safety steps taken. A resident who was treated accurately and respectfully tonight is a witness who answers the detective next month — and a parent who calls earlier when a child is in danger.

What to expect: some residents will still decline to report, give minimal information, or ask you to leave a non-emergency scene. Where the law allows their choice, respect it without resentment, leave resource information if it is safe to keep, and close the same courteous way you would in any home. Trust across an immigrant community is built in aggregate — hundreds of encounters, retold at kitchen tables — and it is lost the same way.

3. Disability in the home — seeing the person and the access need together

Disability on your calls will be visible and invisible: mobility devices and service animals; Deafness and low vision; intellectual and developmental disabilities; speech differences; chronic pain and fatigue; brain injury; mental health conditions (Section 9); and autistic residents for whom a loud, crowded, flashing scene is physically overwhelming. Two errors mirror each other — treating disability as incapacity (speaking only to a relative about an adult who can communicate with support) and treating it as nonexistent (demanding standard performance — instant answers, steady eye contact, physical compliance at standard speed — from a person whose body or mind works differently).

Work instead from **access**: what does this person need in order to understand, be understood, and move safely?

- **Ask the person.** “How do you communicate best?” “What do you need from me to understand?” Adults are the experts on their own access. For a person who cannot communicate the answer, ask family or caregivers — while still addressing the person directly and watching their responses.
- **Deaf and hard-of-hearing residents:** get visual attention before speaking, face the person in good light, do not shout, use writing or department communication tools where helpful, and arrange qualified sign-language interpretation through department channels for substantive matters. Never assume lip-reading covers everything.
- **Blind and low-vision residents:** identify yourself verbally, narrate what you are doing (“I am stepping to your left to check the back room”), offer an arm rather than grabbing, and read documents aloud or provide accessible formats through department process where needed.
- **Mobility disability:** do not touch or move a wheelchair, cane, or other device without permission — it is part of the person's body space. Allow extra time for a driver to transfer or retrieve documents on a stop; give instructions in steps; never

order a physical performance (“walk to me”) as a test of cooperation.

- **Intellectual, developmental, and communication disabilities:** use plain language, one instruction at a time, more time, and confirmation of understanding. Distinguish “cannot process fast” from “refusing.” Involve a trusted support person the resident chooses where appropriate, while keeping the resident's own voice primary.
- **Service animals:** a working animal is not a pet and not a pretext for delay or denial of help. Do not pet, command, or separate it from its handler without a genuine safety reason, and restore the pairing as soon as possible.
- **Sensory overload:** where scene safety allows, reduce stacking inputs — one voice, radios lowered, lights steadied, crowd moved — for autistic residents and others overwhelmed. The Section 9 communication skills apply: calm is an access feature, not a courtesy extra.

Step by step on a stop involving disability: (1) state who you are and the reason for the stop plainly; (2) ask what the person needs to communicate or move safely; (3) give time — visibly unhurried time — for documents, devices, and answers; (4) explain each next step before it happens; (5) document accommodations used so a court, a supervisor, or the next officer sees the encounter was accessible as well as lawful.

4. When language, status fear, and disability intersect — and what NOT to do

Real homes combine everything in this section. A Deaf immigrant mother reporting violence through an abuser who “interprets” for her. An elderly driver with dementia and a thick accent, confused at a stop, whose adult son is shouting translations from the passenger seat. A nonspeaking autistic teenager missing from home, whose parents fear both for his safety around traffic and for how officers who do not know him will read his silence and movements.

In combined cases, sequence your work: **safety and medical needs first; a neutral communication channel second; the substantive interview third; enforcement decisions on facts once people can actually be understood.** Slowing the interview is not losing control of the scene. It is how statements become reliable enough to act on, how victims become reachable, and how a frightened person's compliance problem resolves into what it always was — an access problem with an access solution.

What NOT to do, collected:

- Do not use a child, a neighbor grabbed from a hallway, or the opposing party as your interpreter for anything substantive.
- Do not treat an accent, a foreign name, many occupants, or a request for an interpreter as suspicion.
- Do not shout at a Deaf person, grab a blind person's arm without warning, move a mobility device, or mock a speech disability by finishing sentences impatiently.

- Do not assume a quiet, compliant person understood you — especially where agreement protects them from a frightening authority figure. Confirm understanding.
- Do not promise immigration or legal outcomes outside your authority; do not threaten status consequences to gain compliance on an unrelated matter.
- Do not leave a household's only copy of resource information in a language no one in the home reads, where an alternative exists through department or hotline language services. The hotlines in Resources serve callers in many languages through their own services — say so when you offer the number.

Close these encounters the way this school closes all of them: state what happens next in words the person has confirmed they understand, leave a way to reach help again, and document the channels and accommodations used. Accuracy is respect made visible.

Words to know — Section 11

- **Qualified interpreter** — a trained, neutral language professional provided through authorized channels, bound to interpret accurately and completely.
- **Language access** — the practical ability of a person to understand and be understood in an encounter, through interpreters, translated materials, or other supports.
- **Coercive use of status** — an abuser's threat that police contact will cause immigration harm, used to prevent a victim from seeking help.
- **Mixed-status household** — a home whose members hold different immigration statuses, so enforcement fears ripple across the whole family.
- **Disability** — a physical, sensory, intellectual, developmental, or health condition that can affect communication, movement, or processing, with or without visible signs.
- **Accommodation** — an adjustment — time, format, interpreter, communication aid, physical approach — that lets a person participate accurately and safely.
- **Service animal** — a working animal trained to perform tasks for a person with a disability; not a pet.
- **Plain language** — short sentences and ordinary words that carry meaning across translation, stress, and processing differences.
- **Teach-back** — asking a person to restate what will happen next in their own words, to confirm the explanation worked.
- **Access need** — what a specific person requires to understand, communicate, or move safely in an encounter.

Myths vs facts — Section 11

- **Myth:** A person who nods and says yes understands you and agrees. **Fact:** Nodding is a common safety behavior under authority and across language barriers. Confirm

understanding with teach-back through a qualified channel.

- **Myth:** Using a child or the other party to interpret is efficient and basically fair. **Fact:** It endangers children, corrupts accounts, and can silence a victim speaking through the person they fear. Qualified, neutral interpretation is the standard for substantive matters.

- **Myth:** Asking about immigration status on every call makes a community safer. **Fact:** Where status is not relevant to the call, raising it chills victims and witnesses from seeking help at all. Follow department policy exactly, and lead with the safety purpose of the contact.

- **Myth:** A person with a disability who does not comply quickly is defying you. **Fact:** Processing time, communication method, pain, and sensory overload all shape response speed. Ask about access needs, give time, and judge compliance on what the person can do with support.

Think it through — Section 11

The situation: A neighbor reports a woman screaming in an apartment. You arrive to a woman with a bruised arm who speaks little English. Her husband, fluent in English, says she fell, and offers — repeatedly — to “explain for her.” Their nine-year-old daughter hovers, clearly fluent in both languages, and the wife looks at her when you ask what happened. The husband holds the wife’s phone and says she does not need medical help.

Walk it through:

1. **Recognize the channel problem as a safety problem.** The husband is the possible source of harm, controls the phone, and is volunteering to be his wife’s voice. Anything she “says” through him or through her child is unreliable — and the child must be protected from carrying this account.
2. **Separate and secure a neutral channel.** Within policy and safety, speak with the wife apart from the husband, and request a qualified interpreter through your department’s authorized service. In the emergency minutes before interpretation connects, use simple safety and medical questions, gestures, and department tools — then do the substantive interview properly interpreted.
3. **Offer medical care directly, through the interpreter.** The bruised arm is assessed by medical staff if she accepts; the offer and her answer are documented in her own interpreted words.
4. **Do not convert fear into status conclusions.** Nothing in this scene requires you to improvise immigration questions. Your purpose is the reported violence and her safety; follow department policy on any duties that genuinely apply, and offer the Domestic Violence Hotline privately — noting its language services — with the Section 8 check: is it safe for her to keep it, given the monitored phone?

5. **Attend to the daughter as a child, not a tool.** Confirm her safety and comfort, keep her out of the interpreter role entirely, and follow child-safety duties under law and policy.

6. **Document the method.** Interpreter channel used, parties separated, statements recorded as hers through interpretation, husband's account recorded separately. The report itself demonstrates the fairness Section 12 will build on.

One more real-life story — Section 11

A driver is stopped at night for a broken taillight. She does not respond to the officer's first two instructions, turns her head oddly, and then points to her ear and shakes her head. The officer's first interpretation — noncompliance — dissolves as he steps into the cruiser light, shows his badge visually, and holds up a notepad. In writing, the stop takes four calm minutes: she is Deaf, her license and registration are in order, she understands the warning about the light, and she writes, “Thank you for not shouting. Most do.”

He completes the stop within policy, documents that communication was by writing, and she drives away. No escalation, no backup called for a “refusing” driver, no complaint — and one more resident who will tell her community that a stop, handled accessibly, is survivable.

Takeaway: The officer's skill was not sign language. It was the Section 1 discipline applied at a car window: when behavior does not fit, question the channel before the character. Two seconds of re-reading turned a rising enforcement problem into a completed warning.

Try this — Section 11

Run this access check on your next home visit or stop until it is habit:

- Communication need identified early: “What language is best for you?” / “How do you communicate best?”
- Qualified interpreter requested through department channels for substantive conversation
- No child, neighbor, or opposing party used as interpreter beyond immediate safety moments
- Spoke to the person, not the interpreter or the relative; teach-back used to confirm next steps
- Disability access asked and given: time, space, devices untouched, service animal respected
- Status fear met with a clear, limited purpose and no promises outside your authority
- Channels and accommodations documented in the report

Resources to keep — Section 11

- **Emergency:** 911 — for immediate danger or medical emergency in any language; stay on the line while connection and interpretation are arranged through emergency services.
- **National Domestic Violence Hotline:** 1-800-799-7233 / text START to 88788 — confidential support with language services for callers.
- **RAINN:** 1-800-656-4673 — confidential support for sexual harm.
- **Childhelp National Child Abuse Hotline:** 1-800-422-4453 — guidance when a child's safety is a concern.
- **988 Suicide and Crisis Lifeline:** Call or text 988 — crisis support, including for family members.
- **Crisis Text Line:** Text HOME to 741741 — text-based support that can help when speaking is difficult.
- **SAMHSA National Helpline:** 1-800-662-4357 — treatment referral and information.
- **On scene:** Your department's crisis-intervention team, a co-response clinician if your department has one, interpreter services through your department's authorized channels, and the local hospital for medical assessment.

What you earned / what's next — Section 11

Section 11 complete (quiz score 80% or higher): You can secure an accurate communication channel without using children or opposing parties, work with immigrant residents without converting fear into suspicion or promises, meet disability with concrete accommodations in the home and on stops, and sequence combined cases — safety, channel, interview, decisions — so everyone is genuinely understood before anyone is judged.

Word Search — Section 11

Find the words from this class's Words to know. Words run across, down, or diagonally.

J S A C C E S S N E E D V
T L K D B L P E C Y U D V
P L A I N L A N G U A G E
S Y S I Y D Y Y A E R B N
R D I S A B I L I T Y J D
S R V S V W E Z C G X H B
Y D R O Y Y D Q J F A Z Y
S E R V I C E A N I M A L
F O J K C E E N A G U F B
T J L Z L V O U H R H U L
I L E M Y W S M K L W T S
A C C O M M O D A T I O N
S E R T E A C H B A C K K

Words to find: Disability · Accommodation · Serviceanimal · Plainlanguage · Teachback ·
Accessneed

Chapter Test — Section 11

Answer every question. Score 80% or higher to complete this class and earn its certificate. The answers are in the Answer Key at the back of this book — for parents, teachers, and self-checking after you finish.

1. For a substantive interview with a resident who has limited English, who should interpret?

- A. The relative who speaks the most English
- B. A qualified interpreter through your department's authorized channels — never the opposing party, and never a child beyond an immediate safety moment
- C. Any bilingual neighbor from the hallway
- D. The person who called 911

2. A resident nods and says “yes” to everything you say. This school teaches:

- A. Nodding is a common safety behavior under authority — confirm understanding by asking the person to restate what happens next
- B. The person understood and agreed to everything
- C. The person is being deceptive
- D. No interpreter is needed after all

3. Why must children not be used as interpreters for a parent's account of violence?

- A. It is the standard for all interviews
- B. It saves time and the child enjoys helping
- C. It endangers the child, corrupts the account, and reverses family power — use a qualified interpreter instead
- D. It is fine as long as the child is over seven

4. In the worked scenario, a husband who may have caused harm volunteers to “explain for” his wife and holds her phone. Your move is:

- A. Conclude the wife fell, since the fluent husband explained it
- B. Let the daughter interpret to keep things fast
- C. Document the husband's account as the wife's statement
- D. Separate the wife from her husband, request a qualified interpreter through department channels, and do the substantive interview through that neutral channel

5. How should an officer handle immigration fear during a call it is not the subject of?

- A. Make status the focus of every call to show thoroughness

B. Lead with the safety purpose of this contact, follow department policy exactly on any duties that genuinely apply, and never improvise promises about immigration outcomes

C. Promise residents that cooperation protects their status

D. Threaten status consequences to gain compliance on the call

6. What is the rule for a resident's wheelchair or mobility device?

A. It is part of the person's body space — do not touch or move it without permission

B. Move it aside first so the interview is unobstructed

C. Use it to demonstrate cooperation by asking the person to stand

D. Treat refusal to move it as noncompliance

7. In the second story, a stopped driver does not respond to spoken instructions and points to her ear. The officer's effective move was:

A. Shout louder until she responds

B. Call backup for a refusing driver

C. Step into view, show your badge visually, and use writing or department communication tools to complete the stop calmly

D. End the stop immediately without explanation

8. How should a service animal be treated during a home visit?

A. Separate the animal from its handler for the whole visit

B. Do not pet, command, or separate a service animal from its handler without a genuine safety reason

C. Ask the handler to prove the animal's training papers before helping

D. Treat the animal as a pet and a pretext for delay

9. A resident with an intellectual disability answers very slowly and needs instructions repeated. This school teaches:

A. Suspect the person is consenting to a search

B. Treat slowness as evasion

C. End the encounter quickly to save time

D. Distinguish “cannot process fast” from “refusing” — use plain language, one instruction at a time, and more time

10. When language, status fear, and disability combine in one home, what sequence does this school teach?

A. Safety and medical needs first; a neutral communication channel second; the substantive interview third; enforcement decisions on facts once people can be

understood

- B. Enforcement decisions first, interpretation later if time allows
- C. Interview through family first, channel second
- D. Everything at once, as fast as possible

Certificate — Section 11

Minister Destiny Testimony Schools

Certificate of Completion — Section 11: Working With Immigrants, Interpreters and Disability: In the Home and on Stops

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Law Enforcement

Section 11: Working With Immigrants, Interpreters and Disability: In the Home and on Stops

Date completed: _____

Presented by **Minister Destiny Marie Morgan**, Minister & Founder

Congratulations. You have learned to slow an encounter down until every person in it can truly understand and be understood — across language, across fear, across every way a body and mind can work. That patience is not softness. It is accuracy, and accuracy is justice at street level. — Minister Destiny Marie Morgan

School completion and rank are school achievements only. It is not a law-enforcement rank, title, or credential, and it does not certify you for any duty.

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My Agenda — Class Tracker

Everything in this agenda is yours to write in. It stays in your book — nothing is collected.

Step	Done	Date	Score	Grade
Week 1 — Study the lesson				
Week 2 — Study + Words to know				
Week 3 — Stories + Try-this activity				
Week 4 — Chapter test (pass at 80% or higher)				

Letter grades: A 90–100 · B 80–89 · C 70–79 · D 60–69 · F below 60.

My goals for this class

Write the goals you are working toward in this class — and for yourself.

My Weekly Planner

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Resources to Keep

This class's resources, in one place. Keep this page.

- Emergency: 911 — for immediate danger or medical emergency in any language; stay on the line while connection and interpretation are arranged through emergency services.
- National Domestic Violence Hotline: 1-800-799-7233 / text START to 88788 — confidential support with language services for callers.
- RAINN: 1-800-656-4673 — confidential support for sexual harm.
- Childhelp National Child Abuse Hotline: 1-800-422-4453 — guidance when a child's safety is a concern.
- 988 Suicide and Crisis Lifeline: Call or text 988 — crisis support, including for family members.
- Crisis Text Line: Text HOME to 741741 — text-based support that can help when speaking is difficult.
- SAMHSA National Helpline: 1-800-662-4357 — treatment referral and information.
- On scene: Your department's crisis-intervention team, a co-response clinician if your department has one, interpreter services through your department's authorized channels, and the local hospital for medical assessment.

Answer Key

For parents, teachers, and self-checking after you finish the chapter test.

Section 11 Test — Working With Immigrants, Interpreters and Disability: In the Home and on Stops

1. A qualified interpreter through your department's authorized channels — never the opposing party, and never a child beyond an immediate safety moment
2. Nodding is a common safety behavior under authority — confirm understanding by asking the person to restate what happens next
3. It endangers the child, corrupts the account, and reverses family power — use a qualified interpreter instead
4. Separate the wife from her husband, request a qualified interpreter through department channels, and do the substantive interview through that neutral channel
5. Lead with the safety purpose of this contact, follow department policy exactly on any duties that genuinely apply, and never improvise promises about immigration outcomes
6. It is part of the person's body space — do not touch or move it without permission
7. Step into view, show your badge visually, and use writing or department communication tools to complete the stop calmly
8. Do not pet, command, or separate a service animal from its handler without a genuine safety reason
9. Distinguish “cannot process fast” from “refusing” — use plain language, one instruction at a time, and more time
10. Safety and medical needs first; a neutral communication channel second; the substantive interview third; enforcement decisions on facts once people can be understood

Sources & Credits

The lessons in this book were written for Minister Destiny Testimony Schools from public sources — official websites, public health and safety organizations, help lines, and the law itself. The sources each chapter was built from, and the help resources it points you to, are listed under that chapter's name, with credit, so you can check anything in this book and keep learning. Court opinions and laws are public documents that belong to everyone. Everything here is retold in the school's own plain words — nothing in this book is copied from anyone else's book.

Section 11 — Working With Immigrants, Interpreters and Disability: In the Home and on Stops

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- 988 Suicide and Crisis Lifeline: Call or text 988 — crisis support, including for family members.
- Crisis Text Line: Text HOME to 741741 — text-based support that can help when speaking is difficult.
- SAMHSA National Helpline: 1-800-662-4357 — treatment referral and information.
- On scene: Your department's crisis-intervention team, a co-response clinician if your department has one, interpreter services through your department's authorized channels, and the local hospital for medical assessment.
- Protect victim access fiercely. A person reporting violence, seeking medical help, or protecting a child should leave your encounter knowing how to reach 911, the Domestic Violence Hotline, 1-800-799-7233 or text START to 88788, and RAINN, 1-800-656-4673, where relevant — offered privately and with the safety check of Section 8, because the person who threatened them with status may also monitor their phone.
- Do not leave a household's only copy of resource information in a language no one in the home reads, where an alternative exists through department or hotline language services. The hotlines in Resources serve callers in many languages through their own services — say so when you offer the number.
- Do not convert fear into status conclusions. Nothing in this scene requires you to improvise immigration questions. Your purpose is the reported violence and her

safety; follow department policy on any duties that genuinely apply, and offer the Domestic Violence Hotline privately — noting its language services — with the Section 8 check: is it safe for her to keep it, given the monitored phone?

The school itself is free: every class in this book, with its test and certificate, is free online at destinymorganbooks.com.

About the Author

Minister Destiny Marie Morgan is an ordained Muslim minister. She was ordained on May 15, 2025, through the Universal Life Church, and she is registered clergy in Massachusetts.

Her ministry is advocacy — standing up to injustice and helping people, locally and internationally.

She is the founder of Minister Destiny Testimony Schools, a free school. She built it so people can learn for free what cost her years to learn — people who may not have jobs, good credit, or loans, and who deserve real knowledge anyway. Every class is free online, for every age, with no sign-up and nothing collected.

She is also the author of two testimony series — Chronicles of Destiny Morgan and The Chronicle Trials — her own story, in her own words. Those books are her testimony; these school books are her teaching.

Follow her Amazon Author Page to find every new book as it comes out.

The school is free online at destinymorganbooks.com.

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From Minister Destiny

You finished this book — but the learning does not stop here. Keep your resources close, keep asking questions, and use what you now know to help the people around you. If this book helped you, pass it to someone who needs it. I built this school for you, and I am proud of you for showing up for yourself. — Minister Destiny Marie Morgan

Minister Destiny Testimony Schools — Law Enforcement
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